



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Oxford Hills Comprehensive H S

SAU: RSU 17/MSAD 17

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Oxford Hills Comprehensive H S
SAU: RSU 17/MSAD 17
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	258	251	97	46	46	50	6	40	28	25	249	2	0
	2011-2012	251	242	96	37	37	47	3	34	33	30	229	13	0
Female	2010-2011	114	112	98	49	49	54	4	45	36	15			
	2011-2012	117	116	99	41	41	51	5	36	30	28			
Male	2010-2011	144	139	97	44	44	46	7	37	22	34			
	2011-2012	134	126	94	33	33	43	2	32	36	31			
Caucasian/White	2010-2011	247	240	97	47	47	51	6	40	28	25			
	2011-2012	237	228	96	39	39	48	4	35	31	31			
African American/Black	2010-2011	6	6	100			23							
	2011-2012	3	3	100			28							
Hispanic	2010-2011	1	1	100			45							
	2011-2012	3	3	100			30							
Asian or Pacific Islander	2010-2011	2	2	100			51							
	2011-2012	5	5	100			48							
American Indian or Native Alaskan	2010-2011	2	2	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	124	119	96	39	39	34	4	34	29	32			
	2011-2012	147	140	95	34	34	31	1	33	32	34			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	24	24	100	8	8	17	4	4	25	67			
	2011-2012	35	33	94	30	30	16	3	27	27	42			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	1	1	100			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Oxford Hills Comprehensive H S
SAU: RSU 17/MSAD 17
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	258	249	97	42	42	49	3	39	28	31	247	2
	2011-2012	251	243	97	36	36	47	<1	35	32	33	231	12
Female	2010-2011	114	111	97	41	41	47	1	40	32	27		
	2011-2012	117	116	99	38	38	46	1	37	34	28		
Male	2010-2011	144	138	96	43	43	51	4	38	24	33		
	2011-2012	134	127	95	34	34	47	<1	34	30	36		
Caucasian/White	2010-2011	247	239	97	42	42	50	3	39	28	31		
	2011-2012	237	229	97	36	36	48	<1	36	31	33		
African American/Black	2010-2011	6	6	100			21						
	2011-2012	3	3	100			21						
Hispanic	2010-2011	1	1	100			36						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			62						
	2011-2012	5	5	100			55						
American Indian or Native Alaskan	2010-2011	2	1	50			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	124	117	94	32	32	31	3	29	31	38		
	2011-2012	147	141	96	30	30	30	<1	30	33	37		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	24	100	8	8	15	<1	8	21	71		
	2011-2012	35	33	94	21	21	15	<1	21	30	48		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	1	1	100			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Oxford Hills Comprehensive H S
SAU: RSU 17/MSAD 17
Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	258	254	98	35	35	44	2	33	31	34	252	2
	2011-2012	251	245	98	33	33	44	1	32	25	42	233	12
Female	2010-2011	114	112	98	35	35	40	1	34	31	34		
	2011-2012	117	116	99	28	28	40	1	28	25	47		
Male	2010-2011	144	142	99	35	35	48	3	32	31	35		
	2011-2012	134	129	96	36	36	49	1	36	26	38		
Caucasian/White	2010-2011	247	243	98	35	35	45	2	33	31	34		
	2011-2012	237	231	97	33	33	45	1	32	26	41		
African American/Black	2010-2011	6	6	100			19						
	2011-2012	3	3	100			20						
Hispanic	2010-2011	1	1	100			37						
	2011-2012	3	3	100			32						
Asian or Pacific Islander	2010-2011	2	2	100			49						
	2011-2012	5	5	100			45						
American Indian or Native Alaskan	2010-2011	2	2	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	124	121	98	26	26	29	2	25	28	45		
	2011-2012	147	141	96	31	31	30	1	30	24	45		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	24	24	100	17	17	14	<1	17	13	71		
	2011-2012	35	34	97	21	21	16	3	18	24	56		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	1	1	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Oxford Hills Comprehensive H S
SAU: RSU 17/MSAD 17
Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	96	96	42	42	48	97	97	96	39	39	48	82	82	84
Caucasian/White	96	96	96	43	43	49	97	97	96	39	39	49	83	83	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	67	67	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	50	50	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	95	95	94	36	36	33	96	96	94	31	31	31	75	75	73
Students with Disabilities	*	*	90	20	20	17	*	*	90	15	15	15	44	44	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Oxford Hills Comprehensive H S
SAU: RSU 17/MSAD 17



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	35	10	23	2	9	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.46

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.